

FY22 Gibbs Annual Discipline Report

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Principal of the Gibbs School
School Committee Presentation
Thursday April 28, 2022**

Gibbs School Approach to Discipline

At Gibbs we look through the sixth grade developmental age lens when approaching discipline. We consistently record our practices and intervention to help toward understanding what best works for our students and how to assist them in improving and learning those lagging intrinsic skills. We believe in logical consequences. As a rule, we do not have detention. Our discipline system is modeled after the Responsive Classroom approach:

- Involve students in clearly taught, modeled and posted expectations
- SKILL BUILD when redirecting and reminding of expectations
- Hold problem solving conferences between students and teachers; students and students
- Reinforce when students are following expectations
- On rare occasions, a student may stay after school to work on an intrinsic skill

Logical Consequences:

- Break it Fix it
- Time and Space
- Loss of Privilege
- Time Owed

Current Multi-tiered Approaches

- **MTSS Leadership Meeting-** The Gibbs MTSS Leadership Team is composed of members that represent general education, special education, social/emotional wellness staff, and administration. The goal is to continuously assess our students academic, behavioral and social emotional needs, and explore options for effective and timely support for students and faculty.
- **Weekly Learning community (LC) meetings -** Teachers meet weekly with most other staff who support the students in their LC to discuss what's working or needs adjusting, what different support is needed to be put into place to support the students.
- **The Social Emotional Wellness (SEW) Team:** Identify students who have the needs for additional social emotional support to access the Gibbs 6th Grade experience. The team meets bi-weekly and use data and data collection tools to help us define students' needs and how to respond to those needs with tiered interventions.

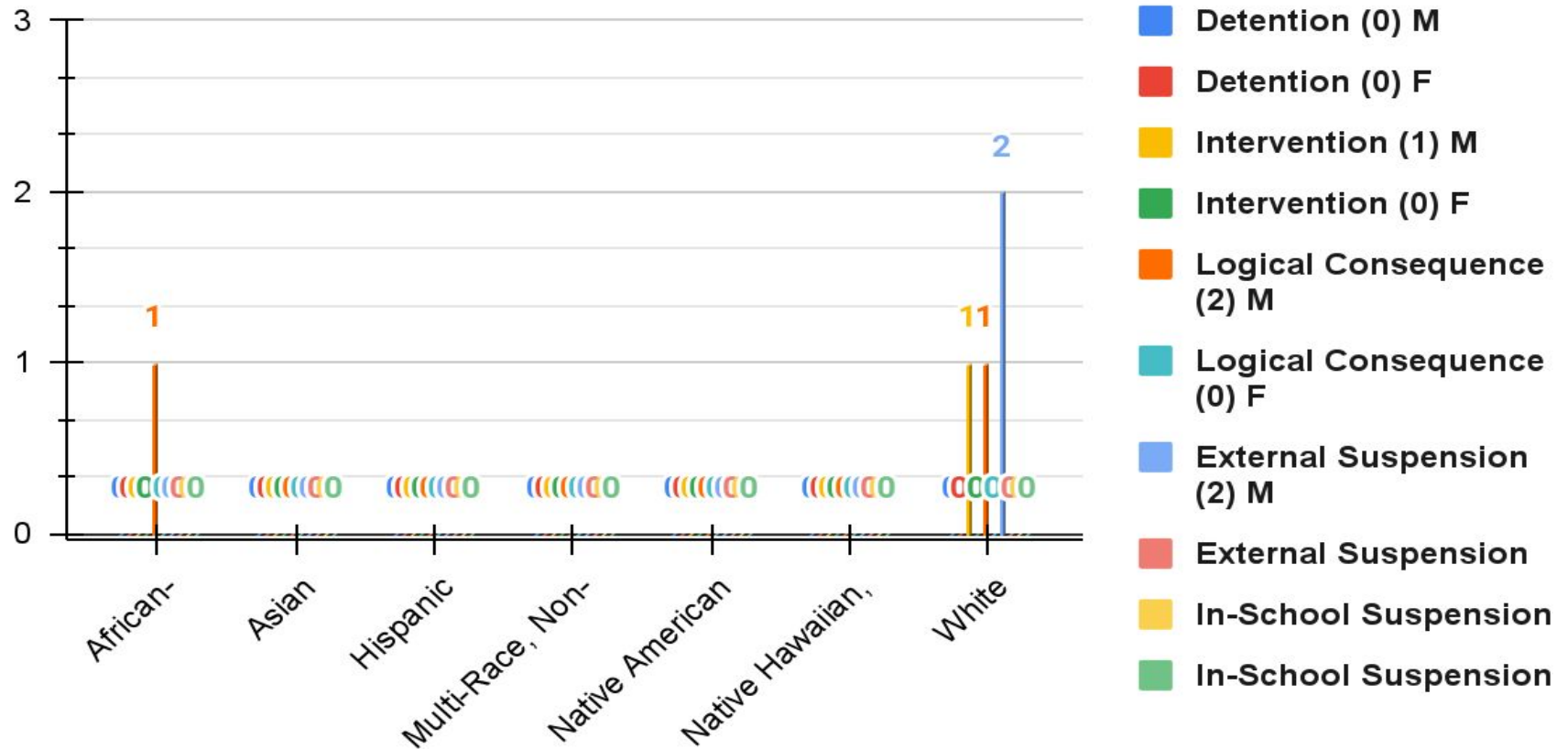
Current Multi-Tiered Supports (Continued)

- **Effective use of support staff:** Our school counselors, social workers, the nurse, and Gibbs administration collaborate with students, faculty, parents, and community partners to support students' well-being. They are a key part of the school community, helping to provide a nurturing environment that supports students' social, emotional, behavioral, and academic growth.
- **Logical Consequences-** track data such as but not limited to male/female, teacher, time of day, type of infraction, and race of student. Gibbs students are trailblazers. Trailblazers harness their knowledge, skills, and resources to innovate, solve problem and collaborate as a community. Trailblazers show their commitment to their school and to each other by being: Understanding, Unified, and Unstoppable.

Data for 2020-2021

- **0 Detentions**
- **2 External Suspensions**
- **1 Intervention**
- **3 Logical Consequences slips**
 - **Total number by Race:**
 - **1 African American male**
 - **1 White female**
 - **4 White male**

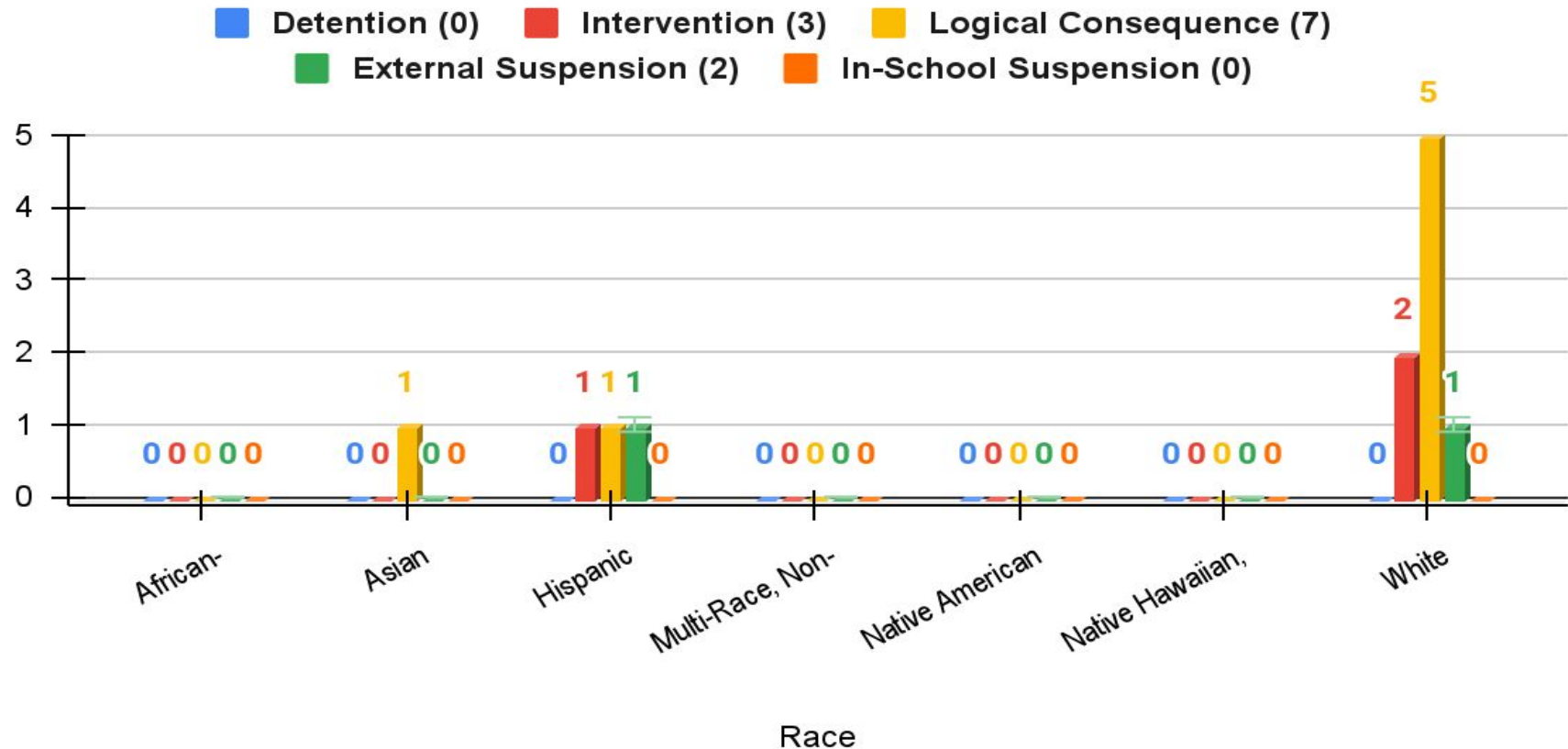
EOY Gibbs Discipline for 2020-2021



Data for 2021-2022

- **0 Detentions**
- **3 Interventions**
- **7 Logical Consequences**
- **2 External Suspensions**
- **0 In-School Suspensions**
- **Total data broken down by Race:**
 - 8 White**
 - 3 Hispanic**
 - 1 Asian**

EOY Gibbs Discipline for 2021-2022



Next Steps

- Analyze the Panorama Survey results from spring 2022
- Continue work/training with PBIS
- Enroll all new staff for attendance in Responsive Classroom (RC) Training – Summer 2022
- Conduct an audit of our implementation of RC for the purpose of continuous improvement and fidelity in application of the program
- Yearly survey distributions such as: Mental Health Screener; The Social Emotional Learning Indicator System (SELIS); Signs of Suicide (SOS); and Panorama (A Climate Indicator Survey)
- Continue training with the district around implicit bias, white privilege and systemic racism.

Q&A